



NSSE 2025

Engagement Indicators

Washington State University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with National Land-Grants	Your first-year students compared with WICHE	Your first-year students compared with Lost Market Schools
Academic Challenge	Higher-Order Learning	--	▽	▽
	Reflective & Integrative Learning	△	--	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	--	▽
	Discussions with Diverse Others	--	△	△
Experiences with Faculty	Student-Faculty Interaction	--	△	△
	Effective Teaching Practices	△	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	▽	▽	--

Seniors

Theme	Engagement Indicator	Your seniors compared with National Land-Grants	Your seniors compared with WICHE	Your seniors compared with Lost Market Schools
Academic Challenge	Higher-Order Learning	△	△	--
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	--	△
	Quantitative Reasoning	△	△	△
Learning with Peers	Collaborative Learning	--	△	△
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	--	△	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	△	△
	Supportive Environment	▽	--	△

Academic Challenge: First-year students

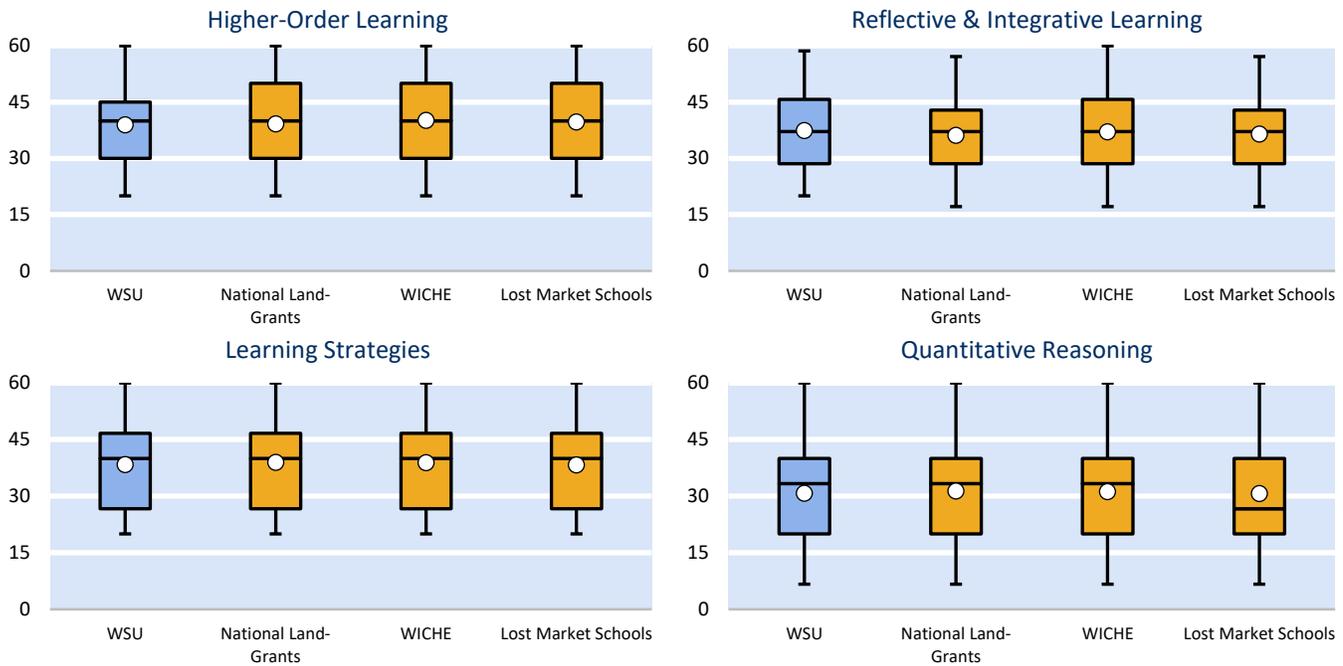
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	WSU Mean	Your first-year students compared with					
		National Land-Grants		WICHE		Lost Market Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	39.2	-.02	40.2 **	-.10	39.8 *	-.07
Reflective & Integrative Learning	37.4	36.1 ***	.11	37.1	.03	36.5 **	.08
Learning Strategies	38.4	38.9	-.04	38.9	-.04	38.3	.00
Quantitative Reasoning	30.8	31.3	-.04	31.2	-.03	30.7	.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	WSU	Percentage point difference ^a between your FY students and		
		National Land-Grants	WICHE	Lost Market Schools
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-1	-1	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+1	-1	-1
4d. Evaluating a point of view, decision, or information source	72	+3	-2	+1
4e. Forming a new idea or understanding from various pieces of information	73	+2	-3	-1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	63	+6	+6	+5
2b. Connected your learning to societal problems or issues	57	+5	+2	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+8	+2	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+4	+2	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	74	+2	-1	+2
2f. Learned something that changed the way you understand an issue or concept	72	+2	+1	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+2	+2	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+4	+0	+2
9b. Reviewed your notes after class	65	-3	-1	+0
9c. Summarized what you learned in class or from course materials	65	-3	-1	+0
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60	-1	+0	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-2	-2	+0
6c. Evaluated what others have concluded from numerical information	47	-0	-0	+2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

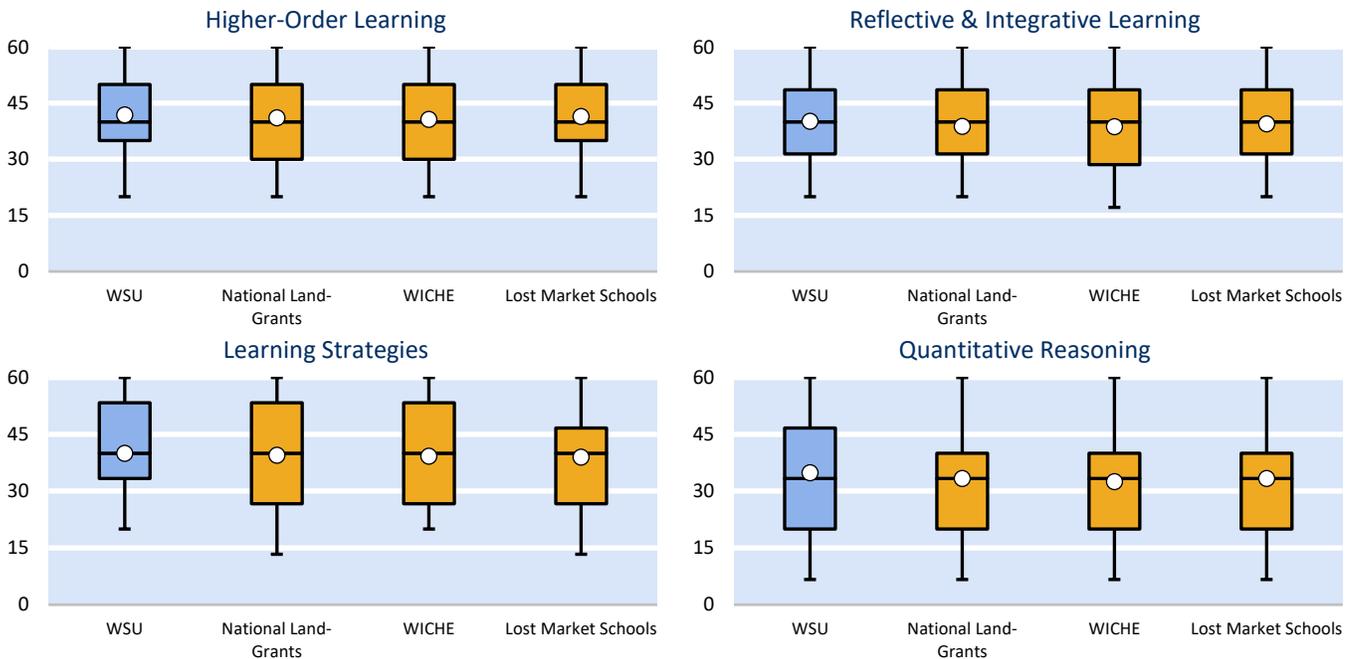
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	WSU Mean	Your seniors compared with					
		National Land-Grants		WICHE		Lost Market Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.8	41.1 *	.06	40.6 **	.09	41.4	.03
Reflective & Integrative Learning	40.2	38.8 ***	.11	38.8 ***	.11	39.4 *	.06
Learning Strategies	39.9	39.4	.04	39.2	.05	39.0 *	.07
Quantitative Reasoning	34.8	33.3 **	.09	32.5 ***	.15	33.3 **	.09

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	WSU	Percentage point difference ^a between your seniors and		
		National Land-Grants	WICHE	Lost Market Schools
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	83	+1	+3	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80	+2	+2	+1
4d. Evaluating a point of view, decision, or information source	74	+6	+5	+4
4e. Forming a new idea or understanding from various pieces of information	77	+4	+4	+2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	80	+5	+9	+5
2b. Connected your learning to societal problems or issues	64	+2	+3	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+4	+1	+0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+4	+4	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	76	+4	+3	+2
2f. Learned something that changed the way you understand an issue or concept	77	+4	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	89	+3	+4	+2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+3	+2	+2
9b. Reviewed your notes after class	67	+1	+3	+4
9c. Summarized what you learned in class or from course materials	68	-0	+3	+2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	66	+3	+5	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	55	+3	+5	+3
6c. Evaluated what others have concluded from numerical information	56	+2	+4	+2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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Learning with Peers: First-year students

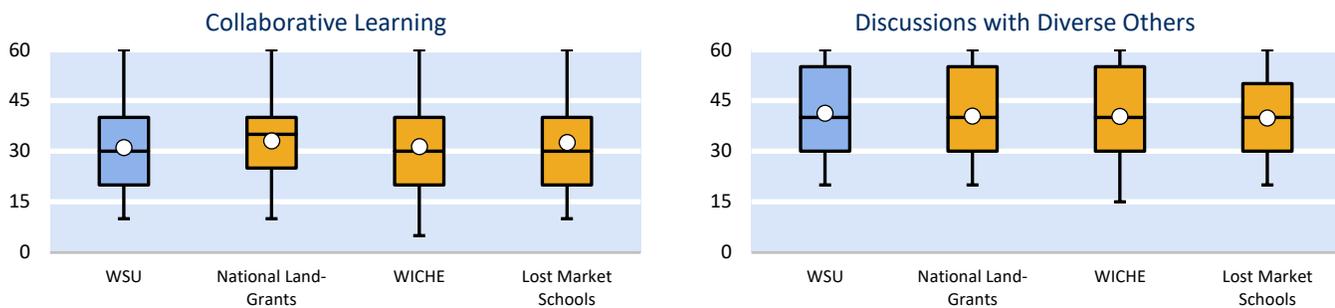
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	WSU Mean	Your first-year students compared with					
		National Land-Grants		WICHE		Lost Market Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.1	33.0 ***	-.14	31.3	-.02	32.6 ***	-.10
Discussions with Diverse Others	41.2	40.4	.05	40.2 *	.06	39.8 **	.10

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

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Performance on Indicator Items

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	WSU	Percentage point difference ^a between your FY students and		
		National Land-Grants	WICHE	Lost Market Schools
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	48	-5	-1	-4
1c. Explained course material to one or more students	50	-6	-1	-5
1d. Prepared for exams by discussing or working through course material with other students	44	-6	-2	-3
1e. Worked with other students on course projects or assignments	57	-1	+1	-2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	79	+5	+3	+6
8b. People from economic backgrounds other than your own	78	+2	+3	+4
8c. People with religious beliefs other than your own	72	+3	+1	+0
8d. People with political views other than your own	63	-3	+1	+1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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Learning with Peers: Seniors

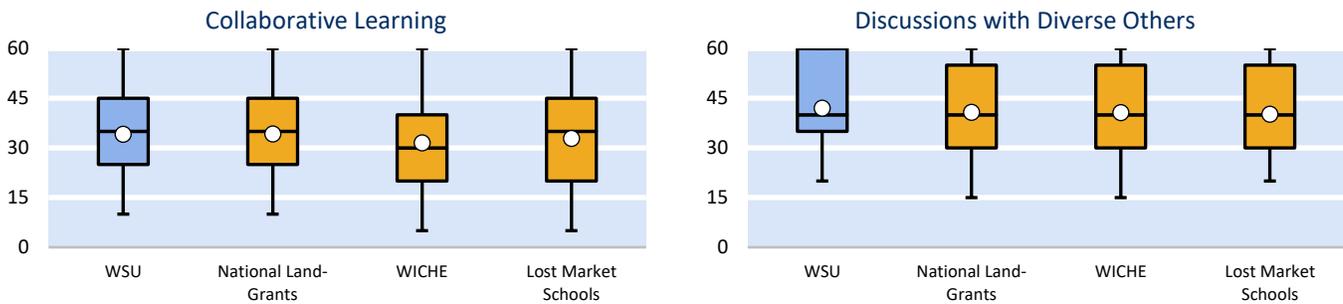
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	WSU Mean	Your seniors compared with					
		National Land-Grants		WICHE		Lost Market Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.1	34.2	-.01	31.5 ***	.17	32.9 **	.08
Discussions with Diverse Others	42.1	40.8 **	.09	40.7 **	.09	40.2 ***	.13

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

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Performance on Indicator Items

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Collaborative Learning	WSU	Percentage point difference ^a between your seniors and		
		National Land-Grants	WICHE	Lost Market Schools
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	50	+2	+6	+3
1c. Explained course material to one or more students	58	-2	+5	+2
1d. Prepared for exams by discussing or working through course material with other students	47	-2	+5	+2
1e. Worked with other students on course projects or assignments	72	+2	+10	+5
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	78	+4	+2	+6
8b. People from economic backgrounds other than your own	81	+5	+5	+6
8c. People with religious beliefs other than your own	72	+4	+2	+2
8d. People with political views other than your own	68	+2	+7	+6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Experiences with Faculty: First-year students

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	WSU Mean	Your first-year students compared with					
		National Land-Grants		WICHE		Lost Market Schools	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.4	22.9	-.03	21.1 **	.09	21.2 **	.08
Effective Teaching Practices	39.6	38.8 *	.06	39.8	-.02	39.1	.04

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Student-Faculty Interaction	WSU %	Percentage point difference ^a between your FY students and		
		National Land-Grants	WICHE	Lost Market Schools
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	43	+2	+6	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	-2	+1	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-3	-0	-1
3d. Discussed your academic performance with a faculty member	30	-1	+2	+2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	81	+2	+1	+2
5b. Taught course sessions in an organized way	79	+3	+2	+2
5c. Used examples or illustrations to explain difficult points	78	+1	+3	+2
5d. Provided feedback on a draft or work in progress	67	+5	+1	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+1	-3	-1

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Experiences with Faculty: Seniors

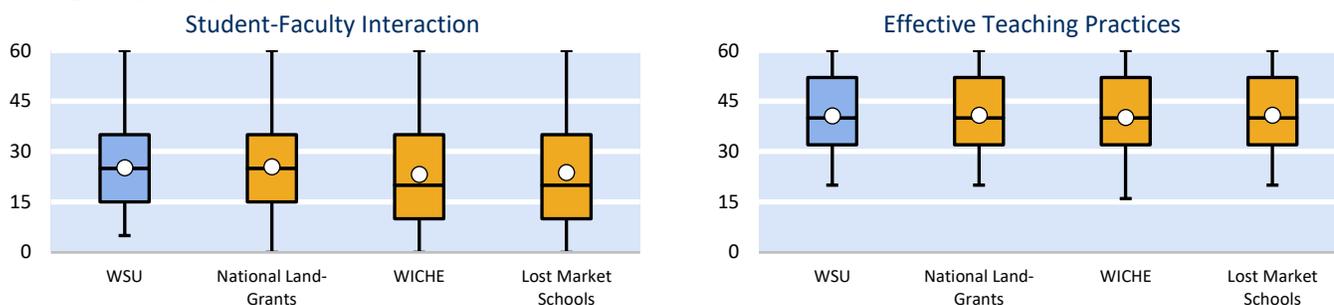
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Mean Comparisons

Engagement Indicator	WSU Mean	Your seniors compared with					
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.1	25.4	-.02	23.2 ***	.12	23.7 **	.09
Effective Teaching Practices	40.5	40.7	-.02	40.1	.03	40.7	-.02

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	46	-0	+6	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	-2	+3	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	-1	+4	+2
3d. Discussed your academic performance with a faculty member	33	+0	+3	+5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	84	+1	+2	+0
5b. Taught course sessions in an organized way	79	-1	+0	-2
5c. Used examples or illustrations to explain difficult points	79	-2	-1	-4
5d. Provided feedback on a draft or work in progress	67	+3	+5	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-0	+2	+1

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a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

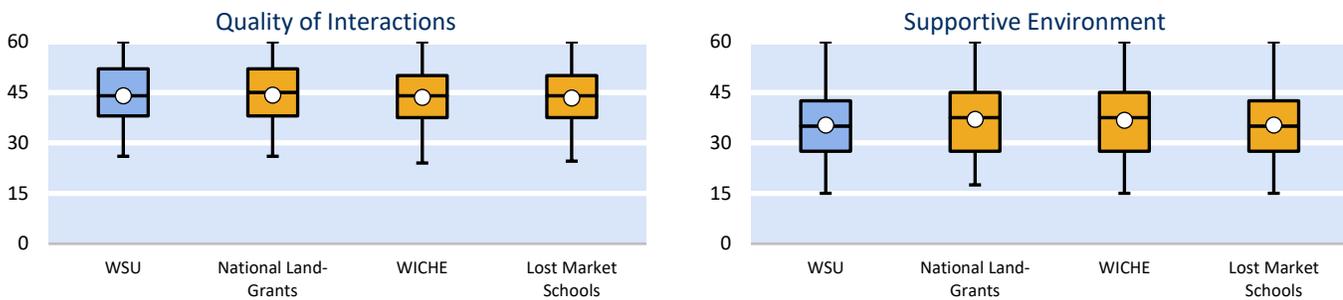
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	WSU Mean	Your first-year students compared with					
		National Land-Grants		WICHE		Lost Market Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.0	44.2	-.02	43.6	.04	43.3	.06
Supportive Environment	35.3	37.0 ***	-.13	36.7 ***	-.11	35.3	.00

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	WSU	Percentage point difference ^a between your FY students and		
		National Land-Grants	WICHE	Lost Market Schools
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	49	-7	-3	-4
13b. Academic advisors	59	+3	+4	+6
13c. Faculty	51	-3	-2	-4
13d. Student services staff (career services, student activities, housing, etc.)	47	-4	-1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	-1	+0	+2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	76	-1	-0	+0
14c. Using learning support services (tutoring services, writing center, etc.)	75	-3	-3	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	-1	-6	-1
14e. Providing opportunities to be involved socially	73	-2	+1	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	-6	-4	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-7	-6	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	-6	-1	+2
14i. Attending events that address important social, economic, or political issues	45	+1	-1	+5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: Seniors

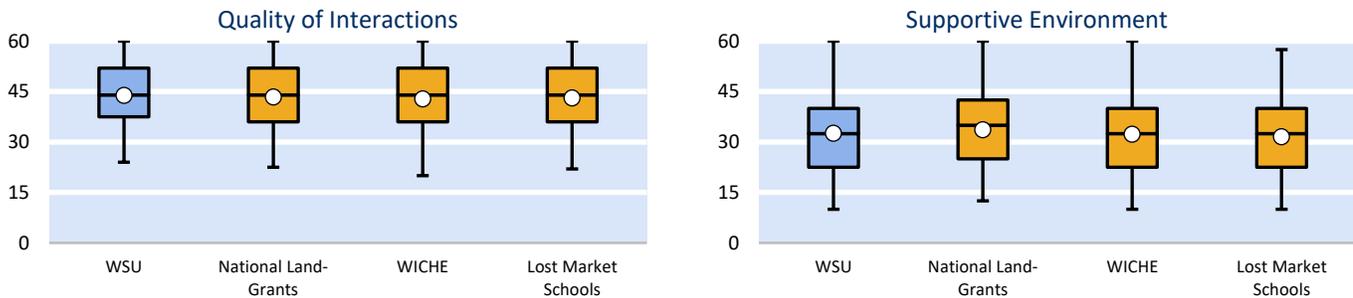
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	WSU Mean	Your seniors compared with					
		National Land-Grants		WICHE		Lost Market Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.9	43.4	.04	42.9 **	.09	43.1 *	.07
Supportive Environment	32.7	33.7 *	-.08	32.4	.02	31.6 **	.08

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	WSU %	Percentage point difference ^a between your seniors and		
		National Land-Grants	WICHE	Lost Market Schools
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	58	-3	+0	-1
13b. Academic advisors	55	+4	+3	+2
13c. Faculty	56	-1	+1	-3
13d. Student services staff (career services, student activities, housing, etc.)	46	+0	+2	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+3	+4	+4
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	72	+0	+2	+2
14c. Using learning support services (tutoring services, writing center, etc.)	67	-1	+0	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+3	-0	+5
14e. Providing opportunities to be involved socially	66	-5	+2	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	-4	+1	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	-1	+1	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-10	-1	+1
14i. Attending events that address important social, economic, or political issues	37	+1	-1	+2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE’s policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2024 and 2025 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2024 and 2025 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	WSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.9	40.3 ***	-.10		42.9 ***	-.31	
	Reflective and Integrative Learning	37.4	37.6	-.02	✓	40.0 ***	-.21	
	Learning Strategies	38.4	40.9 ***	-.18		43.8 ***	-.38	
	Quantitative Reasoning	30.8	31.2	-.03	✓	33.6 ***	-.18	
<i>Learning with Peers</i>	Collaborative Learning	31.1	33.0 ***	-.14		36.2 ***	-.38	
	Discussions with Diverse Others	41.2	40.9	.02	✓	43.7 ***	-.19	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.4	25.7 ***	-.21		29.6 ***	-.47	
	Effective Teaching Practices	39.6	41.7 ***	-.16		44.4 ***	-.35	
<i>Campus Environment</i>	Quality of Interactions	44.0	46.5 ***	-.22		49.1 ***	-.43	
	Supportive Environment	35.3	38.0 ***	-.21		40.6 ***	-.42	

Seniors

Theme	Engagement Indicator	WSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.8	42.9 **	-.08		45.5 ***	-.29	
	Reflective and Integrative Learning	40.2	41.0 *	-.06		43.8 ***	-.30	
	Learning Strategies	39.9	42.2 ***	-.15		44.6 ***	-.34	
	Quantitative Reasoning	34.8	33.6 **	.08	✓	36.9 ***	-.13	
<i>Learning with Peers</i>	Collaborative Learning	34.1	34.9 *	-.06		38.5 ***	-.32	
	Discussions with Diverse Others	42.1	41.8	.02	✓	44.8 ***	-.19	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.1	30.7 ***	-.34		34.8 ***	-.60	
	Effective Teaching Practices	40.5	43.4 ***	-.21		46.2 ***	-.43	
<i>Campus Environment</i>	Quality of Interactions	43.9	46.3 ***	-.20		49.1 ***	-.43	
	Supportive Environment	32.7	35.9 ***	-.23		39.4 ***	-.49	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either positive or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
WSU (N = 1147)	38.9	12.2	.36	20	30	40	45	60				
National Land-Grants	39.2	12.9	.10	20	30	40	50	60	1,317	-.3	.419	-.023
WICHE	40.2	12.7	.14	20	30	40	50	60	1,540	-1.2	.002	-.097
Lost Market Schools	39.8	12.3	.13	20	30	40	50	60	1,459	-.8	.032	-.067
Top 50%	40.3	13.2	.04	20	30	40	50	60	1,173	-1.3	.000	-.101
Top 10%	42.9	12.7	.10	20	35	40	55	60	1,331	-3.9	.000	-.310
Reflective & Integrative Learning												
WSU (N = 1221)	37.4	11.3	.32	20	29	37	46	59				
National Land-Grants	36.1	11.9	.09	17	29	37	43	57	1,397	1.3	.000	.111
WICHE	37.1	11.9	.13	17	29	37	46	60	1,646	.4	.292	.031
Lost Market Schools	36.5	11.6	.12	17	29	37	43	57	1,562	.9	.008	.078
Top 50%	37.6	12.0	.04	20	29	37	46	60	1,252	-.2	.531	-.017
Top 10%	40.0	12.1	.10	20	31	40	49	60	1,478	-2.6	.000	-.214
Learning Strategies												
WSU (N = 1085)	38.4	13.2	.40	20	27	40	47	60				
National Land-Grants	38.9	13.6	.11	20	27	40	47	60	1,244	-.6	.172	-.042
WICHE	38.9	13.6	.16	20	27	40	47	60	1,454	-.5	.234	-.038
Lost Market Schools	38.3	13.5	.15	20	27	40	47	60	1,399	.1	.897	.004
Top 50%	40.9	13.9	.04	20	33	40	53	60	1,110	-2.5	.000	-.184
Top 10%	43.8	14.2	.09	20	33	40	60	60	1,197	-5.4	.000	-.381
Quantitative Reasoning												
WSU (N = 1099)	30.8	14.3	.43	7	20	33	40	60				
National Land-Grants	31.3	15.3	.12	7	20	33	40	60	1,270	-.6	.193	-.038
WICHE	31.2	15.4	.18	7	20	33	40	60	1,507	-.5	.333	-.030
Lost Market Schools	30.7	14.7	.16	7	20	27	40	60	1,413	.1	.865	.005
Top 50%	31.2	15.5	.05	7	20	33	40	60	1,124	-.4	.312	-.028
Top 10%	33.6	15.6	.11	7	20	33	40	60	1,235	-2.8	.000	-.180
Learning with Peers												
Collaborative Learning												
WSU (N = 1262)	31.1	14.6	.41	10	20	30	40	60				
National Land-Grants	33.0	14.2	.10	10	25	35	40	60	1,410	-2.0	.000	-.140
WICHE	31.3	14.5	.15	5	20	30	40	60	1,640	-.2	.584	-.016
Lost Market Schools	32.6	14.3	.14	10	20	30	40	60	1,572	-1.5	.001	-.105
Top 50%	33.0	13.8	.04	10	25	30	40	60	1,287	-2.0	.000	-.143
Top 10%	36.2	13.6	.09	15	25	35	45	60	1,389	-5.2	.000	-.380
Discussions with Diverse Others												
WSU (N = 1094)	41.2	14.0	.42	20	30	40	55	60				
National Land-Grants	40.4	14.7	.11	20	30	40	55	60	1,260	.8	.068	.055
WICHE	40.2	15.3	.18	15	30	40	55	60	1,517	.9	.041	.062
Lost Market Schools	39.8	14.5	.16	20	30	40	50	60	1,415	1.4	.002	.095
Top 50%	40.9	14.9	.05	20	30	40	55	60	1,121	.3	.476	.020
Top 10%	43.7	13.9	.13	20	35	45	60	60	1,297	-2.6	.000	-.185

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
WSU (N = 1179)	22.4	14.5	.42	5	10	20	30	50				
National Land-Grants	22.9	15.2	.11	0	10	20	30	55	1,350	-.5	.268	-.032
WICHE	21.1	15.1	.17	0	10	20	30	52	1,579	1.3	.003	.089
Lost Market Schools	21.2	14.7	.15	0	10	20	30	50	1,502	1.2	.007	.082
Top 50%	25.7	15.3	.06	5	15	25	35	60	1,222	-3.3	.000	-.213
Top 10%	29.6	15.6	.15	5	20	25	40	60	1,512	-7.2	.000	-.466
Effective Teaching Practices												
WSU (N = 1144)	39.6	12.1	.36	20	32	40	48	60				
National Land-Grants	38.8	12.7	.10	20	32	40	48	60	1,310	.7	.046	.059
WICHE	39.8	12.7	.14	20	32	40	48	60	1,539	-.2	.603	-.016
Lost Market Schools	39.1	12.3	.13	20	32	40	48	60	1,460	.5	.167	.043
Top 50%	41.7	13.3	.05	20	32	40	52	60	1,181	-2.1	.000	-.160
Top 10%	44.4	14.2	.11	20	36	45	60	60	1,354	-4.9	.000	-.346
Campus Environment												
Quality of Interactions												
WSU (N = 1023)	44.0	10.5	.33	26	38	44	52	60				
National Land-Grants	44.2	10.7	.09	26	38	45	52	60	1,170	-.2	.554	-.019
WICHE	43.6	11.0	.14	24	38	44	50	60	1,393	.4	.239	.038
Lost Market Schools	43.3	10.7	.12	25	38	44	50	60	1,323	.7	.063	.061
Top 50%	46.5	11.5	.04	25	40	48	56	60	1,059	-2.5	.000	-.218
Top 10%	49.1	12.0	.09	26	43	52	60	60	1,178	-5.1	.000	-.428
Supportive Environment												
WSU (N = 1066)	35.3	12.5	.38	15	28	35	43	60				
National Land-Grants	37.0	12.7	.10	18	28	38	45	60	1,219	-1.7	.000	-.135
WICHE	36.7	13.1	.16	15	28	38	45	60	1,447	-1.4	.001	-.107
Lost Market Schools	35.3	12.7	.14	15	28	35	43	60	1,372	-.1	.888	-.005
Top 50%	38.0	13.1	.05	18	30	40	48	60	1,100	-2.7	.000	-.209
Top 10%	40.6	12.5	.12	20	33	40	50	60	1,290	-5.3	.000	-.422

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
WSU (N = 1231)	41.8	12.8	.37	20	35	40	50	60				
National Land-Grants	41.1	13.4	.11	20	30	40	50	60	1,441	.8	.047	.057
WICHE	40.6	13.5	.15	20	30	40	50	60	1,641	1.2	.002	.090
Lost Market Schools	41.4	13.0	.14	20	35	40	50	60	1,596	.4	.272	.033
Top 50%	42.9	13.6	.05	20	35	40	55	60	1,267	-1.1	.004	-.078
Top 10%	45.5	12.7	.13	20	40	45	60	60	1,578	-3.7	.000	-.288
Reflective & Integrative Learning												
WSU (N = 1283)	40.2	12.0	.33	20	31	40	49	60				
National Land-Grants	38.8	12.5	.10	20	31	40	49	60	1,503	1.3	.000	.107
WICHE	38.8	12.8	.13	17	29	40	49	60	1,726	1.4	.000	.110
Lost Market Schools	39.4	12.2	.13	20	31	40	49	60	1,671	.7	.046	.059
Top 50%	41.0	12.4	.04	20	31	40	51	60	1,327	-.8	.018	-.065
Top 10%	43.8	12.0	.13	23	34	43	54	60	1,725	-3.6	.000	-.301
Learning Strategies												
WSU (N = 1175)	39.9	13.8	.40	20	33	40	53	60				
National Land-Grants	39.4	14.3	.12	13	27	40	53	60	1,378	.5	.218	.036
WICHE	39.2	14.5	.16	20	27	40	53	60	1,575	.8	.079	.053
Lost Market Schools	39.0	14.2	.15	13	27	40	47	60	1,543	1.0	.027	.067
Top 50%	42.2	14.4	.05	20	33	40	53	60	1,206	-2.2	.000	-.154
Top 10%	44.6	14.1	.11	20	33	47	60	60	1,359	-4.7	.000	-.335
Quantitative Reasoning												
WSU (N = 1183)	34.8	15.5	.45	7	20	33	47	60				
National Land-Grants	33.3	16.1	.13	7	20	33	40	60	1,386	1.5	.002	.092
WICHE	32.5	16.0	.18	7	20	33	40	60	1,566	2.3	.000	.145
Lost Market Schools	33.3	15.8	.17	7	20	33	40	60	1,537	1.5	.002	.095
Top 50%	33.6	16.5	.05	7	20	33	47	60	1,216	1.3	.006	.076
Top 10%	36.9	16.1	.14	7	27	40	47	60	1,426	-2.1	.000	-.132
Learning with Peers												
Collaborative Learning												
WSU (N = 1323)	34.1	14.9	.41	10	25	35	45	60				
National Land-Grants	34.2	15.0	.11	10	25	35	45	60	1,526	-.1	.794	-.007
WICHE	31.5	15.3	.16	5	20	30	40	60	1,742	2.6	.000	.168
Lost Market Schools	32.9	15.5	.16	5	20	35	45	60	1,733	1.2	.007	.076
Top 50%	34.9	14.4	.05	10	25	35	45	60	1,357	-.8	.043	-.058
Top 10%	38.5	13.6	.12	15	30	40	50	60	1,545	-4.4	.000	-.319
Discussions with Diverse Others												
WSU (N = 1177)	42.1	14.8	.43	20	35	40	60	60				
National Land-Grants	40.8	15.3	.12	15	30	40	55	60	1,378	1.3	.003	.087
WICHE	40.7	15.7	.17	15	30	40	55	60	1,581	1.4	.002	.091
Lost Market Schools	40.2	15.0	.16	20	30	40	55	60	1,526	1.9	.000	.127
Top 50%	41.8	15.5	.05	15	30	40	60	60	1,211	.3	.535	.017
Top 10%	44.8	14.5	.17	20	35	45	60	60	1,569	-2.7	.000	-.186

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
WSU (N = 1257)	25.1	15.6	.44	5	15	25	35	60				
National Land-Grants	25.4	16.4	.13	0	15	25	35	60	1,477	-.3	.530	-.018
WICHE	23.2	16.2	.17	0	10	20	35	60	1,668	2.0	.000	.122
Lost Market Schools	23.7	15.7	.16	0	10	20	35	60	1,628	1.4	.002	.091
Top 50%	30.7	16.3	.08	5	20	30	40	60	1,340	-5.6	.000	-.342
Top 10%	34.8	16.3	.22	10	20	35	50	60	1,919	-9.7	.000	-.599
Effective Teaching Practices												
WSU (N = 1229)	40.5	13.0	.37	20	32	40	52	60				
National Land-Grants	40.7	13.3	.10	20	32	40	52	60	1,432	-.2	.603	-.015
WICHE	40.1	13.5	.15	16	32	40	52	60	1,632	.4	.304	.031
Lost Market Schools	40.7	12.9	.14	20	32	40	52	60	1,581	-.2	.530	-.019
Top 50%	43.4	13.6	.05	20	36	44	56	60	1,278	-2.9	.000	-.215
Top 10%	46.2	13.2	.13	20	40	48	60	60	1,545	-5.7	.000	-.434
Campus Environment												
Quality of Interactions												
WSU (N = 1074)	43.9	11.1	.34	24	38	44	52	60				
National Land-Grants	43.4	11.4	.10	23	36	44	52	60	1,256	.5	.178	.042
WICHE	42.9	11.8	.14	20	36	44	52	60	1,456	1.0	.005	.087
Lost Market Schools	43.1	11.4	.13	22	36	44	52	60	1,405	.8	.032	.068
Top 50%	46.3	12.0	.04	24	40	48	56	60	1,110	-2.4	.000	-.203
Top 10%	49.1	12.1	.09	24	43	52	60	60	1,245	-5.2	.000	-.430
Supportive Environment												
WSU (N = 1157)	32.7	13.5	.40	10	23	33	40	60				
National Land-Grants	33.7	13.5	.11	13	25	35	43	60	1,343	-1.0	.011	-.077
WICHE	32.4	13.8	.15	10	23	33	40	60	1,527	.3	.481	.022
Lost Market Schools	31.6	13.6	.15	10	23	33	40	58	1,496	1.1	.010	.081
Top 50%	35.9	14.2	.06	13	25	38	45	60	1,204	-3.2	.000	-.225
Top 10%	39.4	13.5	.18	18	30	40	50	60	1,669	-6.7	.000	-.494

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.